

Inquiring Minds

Lesson Preparation

Daily Lesson 5	READING	
	TEKS	Ongoing TEKS
	E1.21A	E1.15Ci
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Authors gather information from different sources for specific purposes. —Why is it important to gather information from multiple sources? Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. —How do readers connect to fiction? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Authoritative sources 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Library or media center access Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English 1 Unit 06 Reading Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Secure library or media center access. Determine how students will record the information gathered during the process of research. Refer to Teacher Resource: English 1 Unit 06 Reading Appetizer. Prepare accordingly 	
Background Information	<p>Authoritative sources – sources written by reliable people who have the proper education, experience, and credentials on a topic or issue</p> <p>The Reading Appetizer partially assesses Performance Indicator: “Write multiple reflections that include personal and world connections, thoughts, and responses to teacher-assigned and/or self-selected fictional text.”</p>	
Teacher Notes	<p>This Instructional Routine may take more than one class period to complete. Plan accordingly.</p>	

Instructional Routines

Daily Lesson 5	READING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students select authoritative sources to address a major research question.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Reading Appetizer. 2. Explain that to students that during the research process, they may find conflicting information about their topics based upon various interpretations. Guide students to understand that neither source may be wrong, but one may be more valid, reliable, and accurate. One clear way to determine this is to understand authoritative sources. 3. Instruct students to create a T-Chart in the Reader's Notebook with the headings <i>Authoritative Source</i> and <i>Less Authoritative Source</i>. Discuss as a class and guide students to understanding that the levels of authority depend upon the author's level of expertise, the author's style of writing (academic versus entertainment), and the support the author provides (facts, statistics, quotations, etc.). 4. Instruct students to review their research plan and list authoritative sources they might explore. 5. Remind the students that the research plan is ever evolving and changes must occur to accommodate effective research.
Learning Applications	<ol style="list-style-type: none"> 1. Students work to find authoritative sources as they sift through print resources, electronic resources (internet), experts (interviews), and multimedia resources that can be used to support their major research question.
Closure	<ol style="list-style-type: none"> 1. Students discuss with a partner their lists of sources and provide peer feedback.